

# Teacher Education Academic and Professional Standards and Regulations

The student should consult the College Catalog for the general academic standards that apply to all programs at the College. In addition, the following regulations apply to students seeking teacher certification:

- A grade of "C" or better is required in all *Education AND Content courses* (includes all content major and any course required for certification) courses presented to meet Missouri certification requirements. IMPORTANT NOTE: A grade of "C-" is not considered a grade of "C".
- Students must demonstrate written communication competence by successfully completing CTI 102 or equivalent, basic mathematical competence by successfully completing CTI 105 or equivalent, and oral competence, which will be evaluated and scored on a rubric during fieldwork.
- Students must have an ACT composite of 21 or higher, including the writing score OR a passing score on all MoGEA subtests. Students who have a 21 ACT composite but didn't take the writing portion of the ACT will have to take and pass the writing portion of the MoGEA. Students taking the MoGEA will become ineligible for admission to teacher education at WJC if they cannot pass the necessary portions of the MoGEA within their first three tries.
- A student may not transfer a course required for certification from another institution in order to replace a course for which a grade has already been received at William Jewell College.
- Admission to Teacher Education Programs will be valid for a period of five years, beginning on the date of official acceptance if there is continuous enrollment at William Jewell College. Students who fail to complete all requirements for certification within that period will be reconsidered for admission under the policies and regulations that are in force at the time of the new application.
- Students who withdraw from William Jewell College or who have graduated (outside of education) or been inactive for more than a year must meet the teacher education admission requirements in place at the time of re-admission. If admitted to teacher education such students must meet the curricular and other requirements of the *Handbook* for the current year.
- Education students will not be permitted to enroll in Education courses at or above the 300 level until they have been admitted to the Teacher Education Program. If a student is not admitted to teacher education during the sophomore year it will almost certainly take longer than 4 years to graduate.



- The faculty members of the Education Department believe that students benefit from interactions with fellow students in a class setting and discourage students from meeting certification requirements through independent studies. In extremely rare and special circumstances a student meeting admission requirements for teacher education and have no Care Team referrals may request to complete an independent study. Approval of the independent study is at the discretion of the faculty member.
- Due to frequent changes in the field and profession, Education courses that are more than seven years old will not normally be counted toward a major in education.
- All Education courses submitted for Teacher Certification must have been completed within seven years prior to application for certification.
- Students may retake an Education course only once. The higher of the two grades will be used for computing the GPA for all teacher education requirements.
- Student progress will be assessed in an ongoing manner with formal review by the Department of Education faculty. Students who are not demonstrating progress toward achievement of the knowledge, skills and dispositions of effective teachers will be assisted through the “Care Team” process. If adequate progress is not achieved through that process the student may be counseled out of the program.
- Students found guilty of cheating or plagiarizing will suffer the consequences mandated by the College and the instructor and, depending upon the severity or number of events, may not be able to complete certification requirements at William Jewell College.
- Students who are denied admission, withdrawn because of unsatisfactory performance, or who fail student teaching will not be allowed to complete certification requirements at William Jewell College.
- Teacher education students must submit to a minimum of two background checks in order to complete teacher education at William Jewell College. A FBI fingerprint background check is also required for teacher certification. If a student has **any sort** of criminal history they are advised that this may interfere with either their completion of required fieldwork or with teacher certification. Such students are well advised to initiate a State Board of Education review of their criminal history early in the teacher education program to discern whether or not they will ultimately be eligible for teacher certification. Please consult your advisor early if you are in this situation.
- Punctuality, attendance, and reliability are professional traits. Students are expected to attend and arrive promptly in all classes and fieldwork assignments. Such behavior demonstrates commitment to teacher education and the ability to meet the personal and professional requirements of a classroom teacher. Lack of attendance and tardiness will have a negative effect on course grades, admission to programs and/or



student teaching and will be noted on professional recommendations. To successfully complete fieldwork and student teaching, students must be punctual and should have perfect attendance in fieldwork and student teaching. The Student Teaching Manual details specific policies about absences during that experience. Excessive absence in either fieldwork or student teaching may result in a failing grade or recommended withdrawal from those experiences.

- Professional communication regarding all aspects of your teacher education experience is required. Make sure all communications are grammatically correct, about school business only and professional in tone.

**You must not use social network sites to communicate with students. Never comment about students on any site and never post pictures of students anywhere.** If you do you may not be able to continue your teacher education program. This is an area fraught with danger but you are a student teacher, under auspices of a cooperating teacher, and you **MUST NOT** invite any source of controversy, regardless of the school policy.

In addition students are highly encouraged to edit and maintain only appropriate content on any internet site or email/instant messaging/chat room participation in which they engage (i.e. Facebook, Twitter, Instagram, Snapchat, YouTube, gaming, etc.). The students you will be teaching may have access to these sites. You may not even KNOW that they have access to these sites. Consider that photographs and comments you place on these pages are seen by people you may not intend to see them. Teachers are expected to be above reproach – to act with propriety at all times. Therefore, look at all the ways you communicate and change all ‘settings’ to be completely innocent and professional (i.e., change phone message greetings, look at pictures you have posted – if you think there are problematic ones out there try and track them down and remove them, etc.). You must think of yourself as a teacher, not a student. **If you think this is unfair perhaps teaching is not the profession for you.** Students should also be aware that employers are likely to look at your social media pages so don’t post anything you would not like them to see.

- Students are encouraged to join a professional organization such as MSTA ([www.msta.org/phone](http://www.msta.org/phone): 800-392-0532), NEA ([www.nea.org/phone](http://www.nea.org/phone): 573-634-3202) or AFT ([www.aft.org/phone](http://www.aft.org/phone): 800-900-2343).
- Students are required to have valid teacher liability insurance during all fieldwork and student teaching experiences.
- For the purposes of computing grade point average for teacher education admission purposes the procedure will be to round up using the standard rules for estimation.



- IF A STUDENT GETS A GRADE LOWER THAN A “C” IN EITHER CONTENT OR EDUCATION COURSE WORK ANY TIME UP TO THE START OF STUDENT TEACHING, THE STUDENT TEACHING PLACEMENT MAY BE RESCINDED AND THE STUDENT MAY HAVE TO WITHDRAW FROM STUDENT TEACHING AND/OR THE PROGRAM.
- The Missouri Department of Elementary & Secondary Education (DESE) has adopted an alternate content GPA policy that teacher certification applicants can have a GPA of 2.75 when they apply for certification IF they pass the MoCA at 1 SEM (Standard Error of Measurement) above the qualifying score for their specific content test(s). Since Jewell no longer requires passing the MoCA prior to student teaching (only taking it once), IF Jewell teacher education students do not have the mandatory, usual 3.0 content GPA prior to student teaching, he/she is taking a risk by student teaching. IF the student does NOT either have a 3.0 content GPA OR a 2.75 content GPA and a MoCA score that is 1 SEM above the qualifying score THEN Jewell will be unable to recommend that person for teacher certification.

*NOTE: While clerical errors are rare, students need to take the responsibility for reviewing data used in determining eligibility for acceptance into teacher education programs and student teaching. The College reserves the right to correct clerical errors.*



# Monitoring Student Progress in the Teacher Education Program

The student is responsible for monitoring his/her own progress toward completion of a teacher education program at William Jewell College. The Department of Education (DOE) faculty and staff will assist the student by providing advising, and notices of deadlines, testing requirements, etc. **However, the student must monitor and MEET the requirements.** To complete a teacher education program within a four-year degree program the student should use the four year plans as guidelines.

A student can declare a teacher education major upon entry into the college or at any time thereafter and should do so as soon as possible once he/she has decided to pursue teacher education. To declare a major a student can go to the WJC Intranet (<http://central.jewell.edu/>) and log into the Etrieve system and then open the Major/Advisor Change Request to request the education major and an education advisor. Students can declare either an elementary education or a secondary education major (K-12 program applicants declare a secondary education major – including music majors). Declaration of a major DOES NOT CONSTITUTE admission to a teacher education program. Specific, state mandated and WJC adopted, admission criteria for teacher education must be met before a student can be admitted to teacher education. Admission requirements are detailed later in this handbook.

## **CARE TEAM:**

Although the student has primary responsibility for monitoring his/her own progress toward teacher education program completion, the faculty also monitors each student's progress. Because teacher education leads to entry to a profession, the Department of Education faculty has a responsibility to monitor the progress of students in acquiring the knowledge and skills necessary to be an effective teacher. To meet this obligation the faculty developed a "Care Team" procedure.

Whenever a student does not demonstrate understanding of, or practice a key attribute of an effective teacher a faculty member will initiate a "Care Team" form. This form identifies the key attributes of an effective teacher. If a "Care Team" form is initiated the faculty member will identify the nature of the issue. Once the form is completed the student will be counseled about the need for action, will develop action steps for acquiring the necessary knowledge/skills; sources of assistance will be identified, and dates will be set to monitor progress toward acquisition of the needed attribute(s).

A student with multiple care team forms/counseling sessions has demonstrated a pattern of poor performance and may be counseled out of the teacher education program if the student is not showing progress toward the required knowledge, skills, or professional practices.



# Fieldwork Overview

## **FIELDWORK GOALS:**

1. To provide education students a variety of teaching experiences in a variety of classrooms prior to student teaching.
2. To enable students to become keen observers of children, the classroom environment, and the teaching-learning process.
3. To provide opportunities for students to interact with diverse learners as a teacher, and to obtain some actual teaching experiences under the close supervision of the cooperating teacher.
4. To enable students to develop a realistic view of the roles and responsibilities of teachers in an actual classroom setting.
5. To encourage students to identify their strengths as potential teachers as well as those areas needing improvement.
6. To make students more aware of both the challenges and the rewards of teaching.
7. To apply strategies/techniques/practices studied in teacher education course work and reflect on the results of actions as a teacher (on student learning).

In this time of transition from being a student to being a professional teacher, it is important that students begin to see themselves as lifelong learners rather than a student fulfilling a university requirement. Both school-based experiences and university coursework are vital and integral components of professional preparation. The way a student conducts themselves in these settings reflect on them as a professional.

Thus William Jewell College places an emphasis on continuous, meaningful fieldwork experiences. As noted elsewhere in this overview, every fieldwork is associated with course work and targeted assignments are made in those courses to promote increasingly complex understanding of how the teaching and learning process works as well as to build increasingly complex teaching skill sets. Five fieldwork experiences are required before student teaching. Student teaching comprises a full-year experience during the final year of the program.

## **FIRST YEAR FIELDWORK ADVISING:**

First year students who are fully admitted to Jewell can enroll in EDU 206 and the accompanying fieldwork, EDU 212 in the fall or spring depending upon when it fits in their schedule best.

## **FIELDWORK PLACEMENTS:**

Fieldwork placements are made in the Kansas City area and are initiated by the Clinical, Compliance & Data Coordinator. Generally placements will be within a 30 mile radius of WJC. **No student should ever attempt to make a placement for themselves in any way.**



## **FIELDWORK AND STUDENT TEACHING SEQUENCE FOR K-12 PROGRAMS:**

### **MUSIC EDUCATION**

The fieldwork placement sequence does not provide a year-long experience during fieldwork, but it will provide the students with experiences in a variety of demographic settings with experiences in both their area of specialty & non-specialty. This sequencing will meet DESE's requirements for our students to receive certification in both Vocal Music & Instrumental Music.

<b>Semester</b>	<b>DESE Category</b>	<b>Location</b>	<b>Specialty/ Non-Specialty</b>	<b>Grade Level</b>
YR1-Spring (EDU 212)	Early Level	Urban	General	Elementary
YR2-Fall (EDU 213)	Early Level	Suburban	Specialty	Elem/MS/HS
YR2-Spring (EDU 214)	Mid-Level	Suburban	Non-Specialty	Elem/MS/HS
YR3-Fall (EDU 311)	Mid-Level	Rural	Non-Specialty	Elem/MS/HS
YR3-Spring (EDU 315)	Mid-Level	Rural	Specialty	Elem/MS/HS
YR4-Entire Year	Culminating	Student Preference attempted	Specialty	Student Preference attempted

*Instrumental Music placements are almost always at the MS/HS level. Therefore, students will be placed at the Elementary level for one (or more) of their vocal music placements. Student will always have at least one K-6 placement.*

### **SPANISH**

Foreign language students will have one Suburban (EDU 213/214) & one Rural placement (EDU 311/315). As Elementary foreign language is rare – the placement coordinator will attempt to place students in an elementary school during their fieldwork sequencing (if available). However, most placements will be at the MS/HS level. The placement coordinator is responsible for tracking the student placements to ensure the student has had multiple grade levels.

<b>Semester</b>	<b>DESE Category</b>	<b>Location</b>	<b>Grade Level</b>
YR1-Spring (EDU 212)	Early Level	Urban	Elem/MS/HS
YR2-Fall (EDU 213)	Early Level	Suburban	Elem/MS/HS
YR2-Spring (EDU 214)	Mid-Level	Suburban	Elem/MS/HS
YR3-Fall (EDU 311)	Mid-Level	Rural	Elem/MS/HS
YR3-Spring (EDU 315)	Mid-Level	Rural	Elem/MS/HS
YR4-Entire Year	Culminating	Student Preference attempted	HS, with consideration given to MS if requested



### **GRADING:**

Fieldwork is graded separate from course work. In order to receive a passing grade in a fieldwork course, you must *successfully* complete all of your fieldwork hours, and *successfully* complete assignments made in the related courses in the classroom environment. Successful completion of fieldwork includes not only being there for the required number of hours but performing professionally and well in the classroom as expected by the cooperating teacher and exhibiting professional behaviors and communication at all times. Fieldwork students must meet the expectations of the Jewell instructor(s) AND of the school cooperating teacher. Students who do not perform successfully will be given feedback and if performance does not improve will either be asked to withdraw from fieldwork or will fail the experience.

### **FIELDWORK REQUIRED TIME:**

The teacher education student will arrange a weekly time that is mutually convenient with the cooperating teacher during the first visit to the school/classroom and then follow that schedule faithfully throughout the semester. Students must make initial fieldwork contact within the first 3 weeks of placement or will be asked to drop the course. **Students must complete approximately 40 hours total for each fieldwork experience. Fieldwork must be done for a minimum of 10 weeks during the semester.** Teacher education students may NOT skip class or other WJC required activities for fieldwork; doing so will result in a Care Team or other consequences.

Student teaching is the summative fieldwork but is considered to be a different experience. Student teaching is a year-long and nearly full-time (1000-1200 hours).

### **CONFIDENTIALITY:**

The Department of Education frequently provides student directory information to local districts/schools where students are placed for fieldwork and student teaching. This information is only shared with district personnel that are working directly with our students. Fieldwork students must sign the following forms each academic year:

- **Authorization to Release Student Information** form, gives the Department of Education the authorization to release additional information requested from the districts for placement purposes (i.e., transcripts, background check results, health records, etc.).
- **Fieldwork Professional Standards** form outlines key behaviors expected in fieldwork settings including keeping information about the school, children, teachers and parents confidential.
- **FERPA Policy in Fieldwork Settings** form outlines the privacy of student records.

### **PROFESSIONAL DRESS POLICY:**

The following policy is designed to promote a professional style of dress for all education students when visiting schools for clinical studies. Education is considered a profession, hence this policy.

The following guidelines should apply during any visit to schools in fulfilling education course requirements:

- Appropriate, modest business attire





- Clothing that is clean and pressed and neat in appearance
- Shells, sweaters, blouses or collared shirts
- Pressed slacks, sport coats, dresses and skirts
- Dress shoes

Attire not deemed appropriate:

- Jeans
- Shorts
- Athletic clothing, ball caps or athletic shoes
- Casual or beach footwear
- Revealing clothing
- Soiled or frayed clothing
- T-shirts with promotional lettering, slogans, or large images

Periodically, the school in which you may be completing a practicum or student teaching may sponsor a special school colors day or Chiefs or Royals Day. The Department of Education faculty encourage participation in such events as a signal of the WJC student's desire to be involved in school celebrations. However, if jeans are involved in such spirit days the faculty asks that WJC students wear modest "mom" jeans; unobjectionable jeans that are not too tight and without holes or tears. WJC student teachers should always act as a professional teacher and should not invite comment upon their dress as inappropriate or unprofessional.

As a model for students, it is advised that students cover tattoos and remove all extraordinary ornamentation not currently accepted in the education profession, such as tongue studs, nose, brow and lip piercings, multiple ear piercings, unconventional colored, multi-colored, spiked or Mohawk hairstyles.

Fieldwork students should always consult with the principal or their mentor teacher regarding the established dress code for their particular assigned school. Dress codes vary by district and it is the responsibility of the student to ensure their dress falls within the guidelines established by their assigned school.

### **PROFESSIONAL CONDUCT:**

Proceed with your fieldwork tasks efficiently and with as little disruption to the class as possible. Remain objective in your evaluation of the experience. Generally speaking, negative criticism is unwarranted and should not be offered. Problems should be discussed with your instructor and the Clinical, Compliance & Data Coordinator, in a confidential setting. Maintain a positive professional attitude. Your attitude, as well as your physical appearance, indicates your level of seriousness in the fieldwork.

USE OF A CELL PHONE DURING FIELDWORK (WHILE IN THE SCHOOL BUILDING) IS PROHIBITED. Students are not to text/use a cell phone while in a K-12 classroom whether they are teaching or not.



### **PROFESSIONAL ATTITUDE:**

Become familiar with school rules. Be alert to standards set by the teacher. Avoid discussion of school incidents or specific children when you talk about your experiences. Keep all information about the school, children, teachers and parents confidential. Respect their privacy! Avoid confrontations. Any concerns you have regarding your placement or relationship with the cooperating teacher should be brought to the instructor or Clinical, Compliance & Data Coordinator.

### **PROFESSIONAL RELATIONSHIPS:**

Remember that you are a guest in each classroom and your role is primarily that of a learner. Be a warm, responsive person, who is genuinely interested in the teacher and the children, yet maintain enough emotional distance to be seen as a professional.

The nature of your relationship with the students should be warm and respectful. Avoid becoming their “buddy” as you are an adult and authority figure in the classroom. Show that you care about each student, but avoid becoming the “counselor”. You should maintain a professional demeanor at all times.

Teachers want you to help in ways that are beneficial to their students and you. Always ask if there is something more you can do to help and to learn. The ways in which you ask questions are also critical. Do not give the impression of criticism or disapproval. Professional behavior will help you establish credibility with teachers, administrators and parents.

During your fieldwork experience, you represent William Jewell College. You are expected to respect and advance the professional relationship that exists between your fieldwork site and the College.

### **STUDENT FIELDWORK GUIDELINES:**

Below are some responsibilities that might be assumed by students. Each fieldwork experience has a syllabus of assignments to complete. It is the teacher education student’s responsibility to discuss WJC field-based course requirements and work out a mutually convenient time to conduct those activities in that classroom. Cooperating teachers should not feel pressured to change their class routine to accommodate WJC teacher education student assignments. Teacher education students should not have full responsibility for the classroom, nor should they necessarily be restricted to the following activities. The goal of pre-student teaching fieldwork is to experience a variety of teacher activities and responsibilities.

- Work on specific assignments or tasks with small groups of individuals.
- Plan and teach lessons as appropriate.
- Introduce instruction; give and explain directions for academic tasks.
- Prepare/utilize instructional materials and/or technological applications.
- Monitor individual and class learning with formative assessment tools (observation, running records).
- HELP supervise students during morning/afternoon bus duty, passing periods, lunch, or other activity periods. Note: a fieldwork student or student teacher should NEVER be



the only adult under these circumstances; there must always be district employees responsible for children during these times.

- Record assessment scores.

Note: According to guidelines established by the Department of Elementary and Secondary Education (DESE) Missouri Assessment Plan (MAP) testing examiners must be district employees and at a minimum meet the requirements of a paraprofessional and/or substitute (60 hrs.) **Student teachers and fieldwork students are not considered district employees and should NOT participate in MAP testing.**

Note: Student teachers may attend IEP conferences but if they are called upon to comment in these meetings they should clearly state that they are student teachers and name their cooperating teacher as the teacher of record (the cooperating teacher should be present at the IEP meeting).

### **LESSON EVALUATION:**

Every WJC fieldwork teacher education student will teach a number of lessons. Lesson evaluation forms are provided by the fieldwork course instructor. It is the responsibility of the WJC teacher education student to copy the lesson evaluation form and provide it to the cooperating teacher for their use whenever the teacher education student is going to teach a lesson. The cooperating teacher should then put the completed lesson evaluation form into a sealed envelope and return it to the WJC teacher education student to return to the appropriate course's instructor.

### **TIME SHEETS:**

The fieldwork teacher education student is required to complete 40 clock hours of fieldwork per placement. Time sheets are provided by the fieldwork course instructor. Timesheets are to be submitted to the instructor no later than the last day of classes for the semester, countersigned by the cooperating teacher. If a student is found to have forged any time or a cooperating teacher signature, the student will be dropped from fieldwork, receive a failing grade, and be reported to the Provost for not abiding by the WJC Honor Code.

### **COOPERATING TEACHER RESPONSIBILITIES:**

Provide a setting where William Jewell students can be actively involved in a local classroom. See the list above for ideas on how to get the student involved and please ask the WJC teacher education students about the assignments that they must complete for this fieldwork. (Note: It is important to allow the student adequate planning time and access to necessary resources so that the student can be well prepared for this beginning experience.) Again, the cooperating teacher's duty is to his/her classroom first. The ***WJC teacher education student should work closely and early with the cooperating teacher*** to get WJC course assignments done in the fieldwork classroom. If any conflict arises it is the WJC teacher education student's responsibility to speak to the instructor to work out a solution.

In addition to the **lesson evaluation**, described above, cooperating teachers are asked to complete an overall evaluation of the student's performance in the classroom. The **overall evaluation** is an electronic survey sent to the cooperating teacher in an email near the end of the semester.



# Teacher Education Testing Requirements

Note: the Servicemen’s Readjustment Act allows for testing fees to be waived or supplemented. If you are attending school under that law’s provisions please consult the Clinical and Compliance Coordinator about this possibility WELL in advance of signing up to take these required examinations.

## **MISSOURI GENERAL EDUCATION ASSESSMENT:**

Missouri General Education Assessment (MoGEA) tests critical thinking and intellectual skills. This exam is computer-based, multiple-choice exam that includes four subtests: Reading Comprehension & Interpretation, Mathematics, Science & Social Studies, and Writing.

Students must have an ACT composite of 21 or higher, including the writing score OR a passing score on all MoGEA subtests. Students who have a 21 ACT composite but didn’t take the writing portion of the ACT will have to take and pass the writing portion of the MoGEA. Students taking the MoGEA will become ineligible for admission to teacher education at WJC if they cannot pass the necessary portions of the MoGEA within their first three tries.

Test scores are available between 2-6 weeks after taking the assessment (depending on when you take the assessment). A period of 30 days must elapse between test dates for re-takes. The minimum WJC MoGEA scores are as follows:

Subtest	2020-21
Reading Comprehension & Interpretation	220
Writing	220
Mathematics	220
Science & Social Studies	220

To avoid delays in progression towards a degree, students should take the MoGEA exam as soon as they have earned a total of 45 or more credit hours. Students can take the exam sooner than that if they feel they are likely to pass the test.

**Students will not be considered for admission into the Department of Education, nor will they be able to enroll in 300 level Education courses, until they pass this assessment or meet the minimum ACT requirement. William Jewell College has a three time limit within which students must take and pass all sections of the MoGEA;** that means three times total – regardless of where you physically took the test. (If you already took the test before you get here — that counts; if you take the test on another campus while you are a student here, that counts; etc.)

The cost to register for the MoGEA Assessment is \$49. Individual subtest retakes are \$25 each. William Jewell College has a limited number of Fee Waivers to assist with the cost of this assessment. Please contact the Department of Education Clinical, Compliance & Data Coordinator for information on how to obtain a Fee Waiver Application. Application does not guarantee an award.



### **CONTENT AREA ASSESSMENT:**

Missouri Content Assessments (MoCA) are used to assess content knowledge of teacher candidates in order to insure that they possess the content knowledge to teach effectively. The State of Missouri requires that the required content test(s) be passed for teacher certification.

All teacher education students must take the MoCA once prior to student teaching. Failure to pass the MoCA will affect where and POSSIBLY IF, the student teacher can be placed for student teaching since some districts require passage of MoCA prior to student teaching. Students are advised to take the MoCA prior to student teaching. One MoCA score must be in each prospective student teacher's file by the March WJC advising date therefore the February testing window (reported in March) is the LATEST time that prospective student teachers can take the MoCA. [Test windows will be sent to all junior teacher education students by the WJC Placement Coordinator in emails several times during the junior year – PLEASE READ YOUR JEWELL EMAIL!]

IF a prospective student teacher does not PASS the MoCA prior to the Fall semester advising (and hence registration for student teaching), it is **up to the prospective student teacher to take the risk of registering for student teaching without having met this teacher certification testing requirement. If a student chooses to take this risk and student teach without having passed MoCA and subsequently still does not pass this required examination then Jewell will NOT recommend the student for teacher certification DESPITE the fact that student teaching was completed. These are high stakes thus prospective student teachers should take test preparation seriously and make every effort to pass the MoCA on the first attempt.**

All teachers need depth of knowledge to teach effectively. If student's fail to pass the Missouri Content Assessment (MoCA) after two tries the faculty has serious concern about their ability to pass that examination and to finish the program.

As of the writing of these standards in July 2020, elementary education students must take and pass content tests in English/Language Arts, Science, Social Studies and Science. The Elementary Education MoCA test is being revised now and is projected to change to TWO subtests – one in Humanities (English Language Arts and social sciences) and the other Math/Science in January 2021. Secondary education students will have to take and pass content tests in their field. For some fields there will be multiple subtests that must be passed.

A list of the currently required Missouri content tests can be found at:

[http://www.mo.nesinc.com/PageView.aspx?f=GEN\\_Tests.html](http://www.mo.nesinc.com/PageView.aspx?f=GEN_Tests.html)

Frameworks for these assessments are available on the Missouri Educator Gateway Assessments (MEGA) website,

[http://www.mo.nesinc.com/PageView.aspx?f=HTML\\_FRAG/GENRB\\_PrepFramework.html](http://www.mo.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_PrepFramework.html).

These frameworks provide an outline of the content on the MoCA and the student should examine them in order to organize their study for the required examination(s).



The current passing score for all content tests and subtests is 220.

The cost to register for the Content Assessment varies widely, depending on the assessment taken, plus any additional fees charged by the test center. Students taking these Missouri required tests should expect to spend between \$100 and \$300 on this assessment. William Jewell College has a limited number of Fee Waivers to assist with the cost of this assessment. Please contact the Department of Education Clinical, Compliance & Data Coordinator for information on how to obtain a Fee Waiver Application. Application does not guarantee an award.

**MISSOURI EDUCATOR EVALUATION SYSTEM (MEES):**

Student teacher competency is assessed by the Missouri Educator Evaluation System. Jewell supervisors will use the Missouri MEES forms which can be found on the Missouri Department of Elementary and Secondary Education website (<https://dese.mo.gov/educator-quality/educator-effectiveness/educator-standards/teacher-standards>). This assessment and the Student Teaching Lesson Plan Notebook/Portfolio is used to determine the grade for Student Teaching. The Rubric is found in the Student Teaching Handbook which can be found in the policy library on Jewell Central. There is no cost for MEES.

